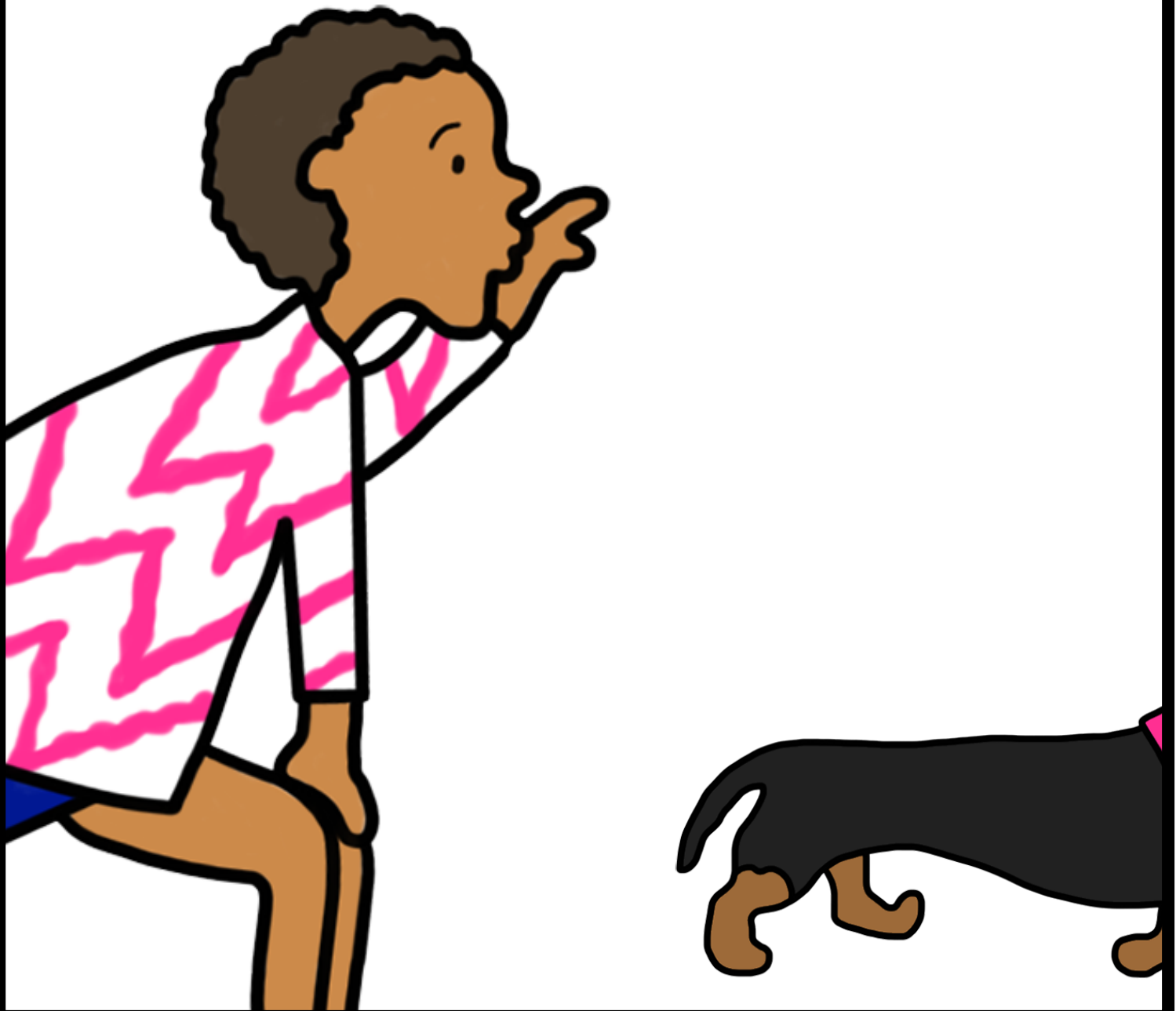


Whistle For Willie



Whistle for Willie Unit Study & Lapbook

Language Arts

Letter Recognition

1. The letter “W”

Encourage your child to find things that start with “w” throughout the house and place them on a table or in a laundry basket. Examples: something white, whistle, wallet, water, watch, whale toy or picture in a book, etc.

→ Complete W Accordion Book

2. Graffiti

On the page where Peter is trying to run from his shadow, spend some time looking at the wall. Has your child ever seen graffiti? Is there any in your neighborhood? (note: this can be a good springboard for a discussion of respecting the property of others.) Notice the letters. Can your child name them? Are there any letters that are in your student’s own name?

→ Write your name on the “Graffiti” Wall and add it to your lapbook.

Story Writing

Ask your child to dictate or write a story to you about whistling for their own dog (or a dog they’d like to have). What would happen? What would the dog look like? What would you do if you couldn’t whistle, how else could you call a dog? Are there other animals that would respond to a whistle?

Opposites and Positional Words

Teach or review opposites and positional terms using a cardboard box. In/out, on/under, in front of/ behind, next to etc. Let your child use his body to demonstrate knowledge of the words. You might also use a stuffed animal.

Character

Peter is in several other of Keats’ stories: *The Snowy Day*, *Peter’s Chair*, *Letter to Amy*, *Goggles*, and *Hi Cat*. Check these titles out of the library and read them.

Make a Book

Make a book about growing up. Discuss what Willie wanted to do (whistle). What does your child want to do? Focus on those things that he CAN do!

I am growing up...

I can...

I can...

I can...

I can't.....yet, but someday I will!

→ Complete I Am Growing Up Book

Contractions

For older student, identify and discuss contractions as you read the story.
(examples: couldn't, he's, wouldn't, it's, etc.)

Math

Patterns

Complete the W Patterns page. This printable wasn't made for your lapbook, but you could cut it in strips and staple them together, if you want.

Graphing

Visit a pet store. Do they have any dachshunds? How many other kinds of dogs (breeds) are there? Count the number of each breed. At home, create a bar graph or pie chart. Which breed did the pet store have more of? Less of?

Science Bonus: Discuss pets with your student. What pet would your family enjoy? Use the Pets Shutterfold to discuss the pets your child would like to have vs. the pets your child would not like to have.

→ Complete Pets Shutterfold

Social Studies/History/The World Around Us

Your Neighborhood and Your Town

We see much of Willie's world in the story. Take a walk around your own

neighborhood. What do you see? Are there houses? Apartments? Stores or other businesses? Do the homes look the same? What is different about them? Are there any traffic lights? Do you see any graffiti?

Take a walk around your town square or a downtown area. Are there homes? Encourage your child to look up. Many buildings have apartments or offices above street level stores. What kinds of stores or businesses does he see? Can he tell by looking at the sign what sort of business or store it is? What kinds of people does he see? Are they dressed alike? Can you tell what sort of job they do by the way they are dressed? Are there any traffic signals? If not, are there any other safety signs? Do you see any graffiti? What about a barber pole?

People Are Different

Is your student's skin the same as Willie's? Does he/she have any friends that have skin lighter/darker than Willie's? Many children are not exposed to people of other skin colors. Discuss differences in people and how incredible God must be to create so many unique and different people!

Traffic Light

Discuss traffic lights.

If you have not already done so, this is a good time to discuss how to cross the street safely.

→ Complete Traffic Light Flapbook

Science

Zoology: Dogs

Discuss the dachshund breed. Has your child seen this type of dog? It is sometimes affectionately called a "hotdog dog." Why might it be called that? Can you think of fun nicknames for the other breeds he sees? In what ways are dogs similar to pets he has seen? How are they different? Consider creating a notebook about various types of pets. What do they eat? What kind of care do they need? Do they need a cage?

→ Complete Dachshund Simple Fold

Shadows

1. Using a flashlight, show your child how a shadow is created. Shadows are created by blocking light. When a solid object is in the way of a light source, a shadow is made.

2. Robert Louis Stevenson wrote a poem ("My Shadow") that would be a great go-along (There is a picture book form illustrated by Ted Rand.) This is the first stanza of the poem:

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

Music

Whistling

Can your child whistle? Can you? If you can whistle, try whistling a familiar tune and see if he can identify it. Maybe dad would join in on the fun, too.

Art

1. Ezra Jack Keats often combined patterned papers and cloths with paints to make striking illustrations. Look at the illustrations together. Can your child pick out the parts that are paper, cloth, and paint? Did the artist use only paint brushes with the paints?

2. Look at the brick wall on the page where the girls are jumping rope. What does your child think the artist used to create the bricks? Provide some sponges or erasers and experiment. Can your child produce the same effect? Experiment also with mixing colors to add shading.

3. Create your own patterned paper. Take plain paper and ask your child to use watercolors or stamps to create a pattern. Allow it to dry.
4. Graffiti: On the page where Peter is trying to run from his shadow, spend some time looking at the wall. Notice the letters. How does your child think the artist created them? Supply some alphabet cookie cutters or sponges, rubber stamps or foam stamps. Let your child create a similar piece of art. How can they add the mottled effect for the background?
5. On the page with the barber pole, how many different papers were used? Notice the marbled part of the collage. See science for directions to create your own marble paper.
6. Encourage your child to illustrate his story (see language arts).
7. On the page with the barber pole, how many different papers were used? Notice the marbled part of the collage. Make your own marbled paper. Fill a 13x9 cake pan with water. Add a small bit of dishwashing liquid. Drip watered down paint onto the water so that it floats. Use a straw to gently swirl the colors. The idea is not to mix them, but to just have the paint swirled on top of the water. Gently lay a piece of paper on top of the water (it works best to slightly fold the paper in half and lay the bent half first and then slowly lay the sides down). Lift the paper immediately and lay out to air dry. Experiment with different kinds of paint. Try sprinkling a little glitter onto the paint before or after it is on the paper.
8. Have your child use the various papers that you have created as well as any fabric/wallpaper/paint samples you have on hand to create a work of art similar to Keats.

Bible/Character Development

Willie is persistent in his efforts to learn to whistle. Ask your child to identify things that he has learned to do that were not easy for him (riding a bike, tying his shoes, etc.). Paul reminds us in Philippians of the need to keep our eyes on the prize of heaven. Persistence and diligence will serve a Christian well. What are some things that are still hard for your child? Is he willing to keep trying?

Large Motor/Physical Education

1. Jump rope
2. Invite some friends over to play "Red Light, Green Light." One child is "it" and stands with his back to the other players that are lined up several feet away. "It" says Green light and the players run forward until "it" yells red light and spins around. If a player is spotted moving when "it" spins around, he/she has to return to the starting line. The first player to reach "it" is the next "it".
3. Twirl and spin, you may want to call out "fast" or "slow."

Cooking

Traffic Lights

Make sugar cookies with your child and cut into rectangular shapes. Create traffic signals with green icing and M&M candies.

If you don't want to bake, you could use graham crackers.

Peanut Butter Puppy Poppers (Dog Treats)

2 cups whole-wheat flour

1 tbsp. baking powder

1 cup peanut butter (chunky or smooth)

1 cup milk

Preheat oven to 375°F. In a bowl, combine flour and baking powder. In another bowl, mix peanut butter and milk, then add to dry ingredients and mix well. Place dough on a lightly floured surface and knead. Roll dough to 1/4-inch thickness and use a cookie cutter to cut out shapes.

Bake for 15-20 minutes on a greased baking sheet until lightly brown. The cookies burn easily, so watch carefully. Cool on a rack, then store in an airtight container.

This recipe is used with the permission of www.bullwrinkle.com/ Be sure to check out all the special treats you can make for your pet.

Just for Fun

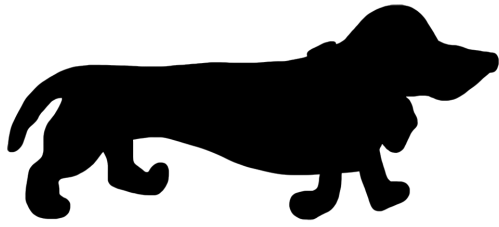
Provide sidewalk chalk for outdoor fun. We like to also use it on the floor of the garage in the winter.

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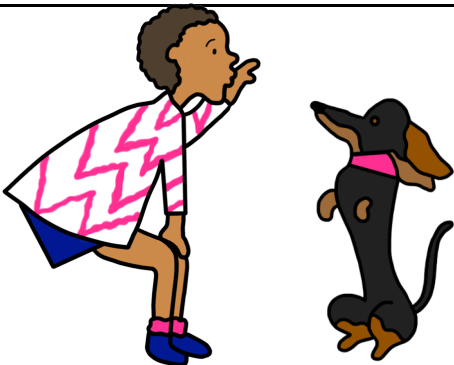
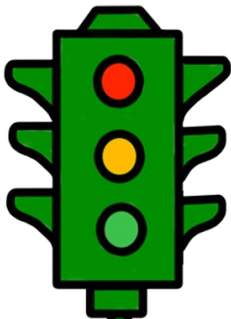
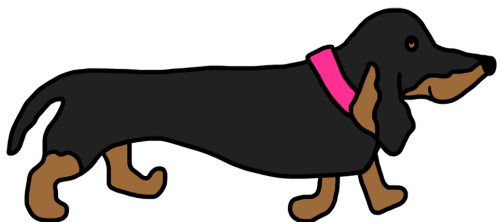
Shadow Matching Flap Book

Directions: Cut on solid lines. Fold on dotted. Paste the correct images under the flaps.



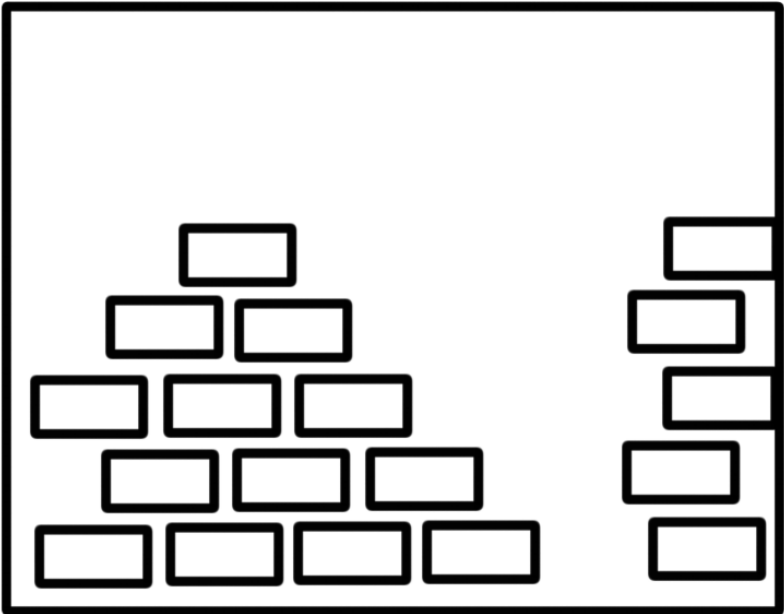
Shadow Matching

Flap Book Images



Graffiti Wall

Directions: Practice writing your name by writing it on the wall. Color the wall and add it to your lapbook.

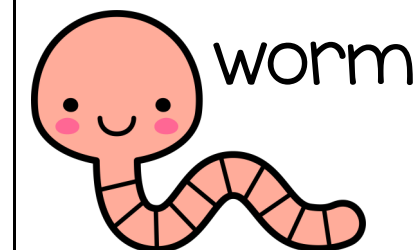
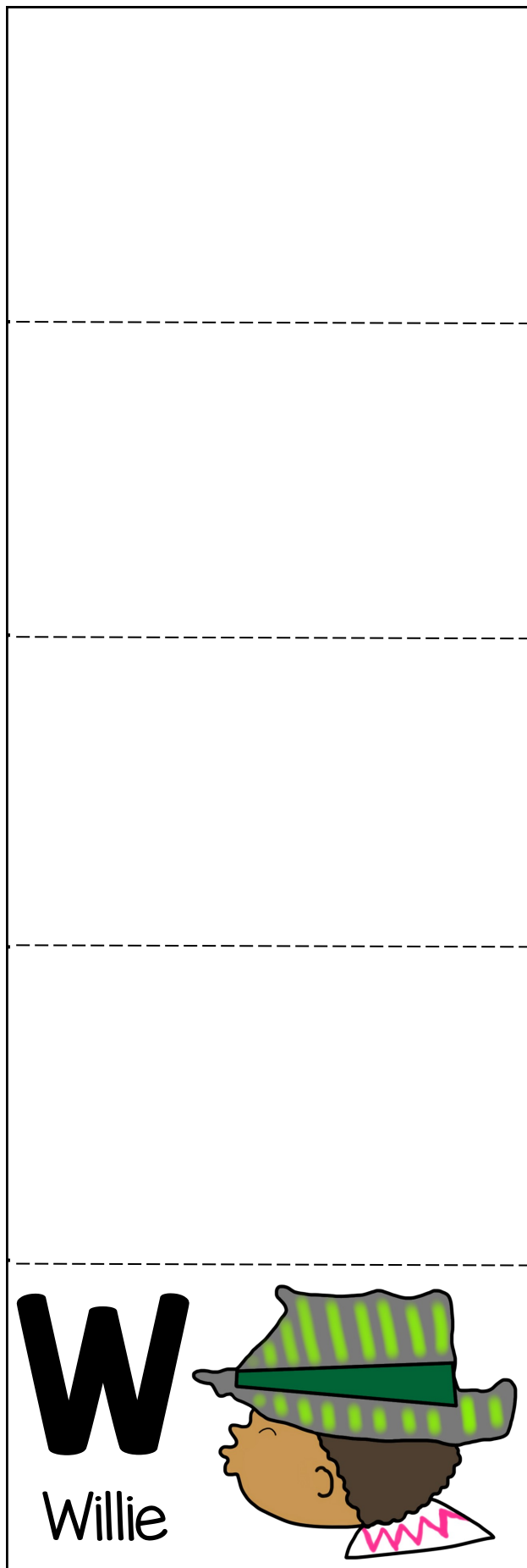


W Accordion

Directions: Cut on solid black lines.
Fold on dotted lines like an accordion (back and forth).

Glue back of last piece to your lapbook.

Paste pictures to the book.



Growing Up Book

I Can

I Can

I Can

I Can't

**yet, but
someday
I will!**

Growing Up Book

Directions: Cut out the pages and cover. Help your student fill in the blanks. Ask your student to illustrate the pages. Stack pages together with cover on top and staple at the top to secure.

I Am Growing Up!



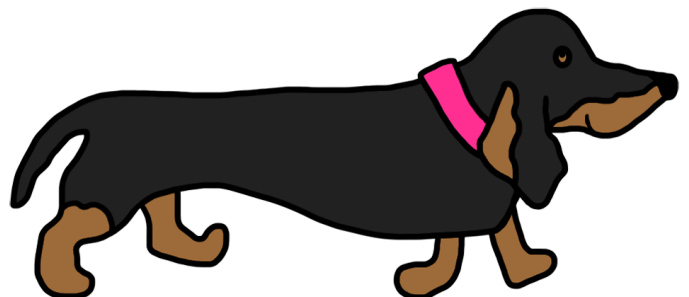
Dachshund Dogs

Directions: Cut out book as one piece. Fold in half.

Idea: Use the inside of the book to record these three things:

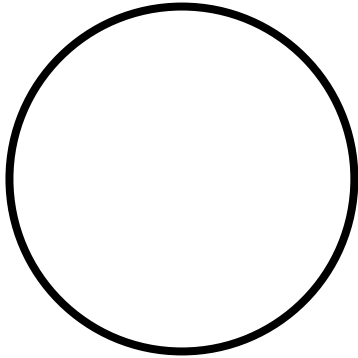
1. Dachshund's nickname:
2. Willie's dog's name:
3. My dog's name:

Dachshund

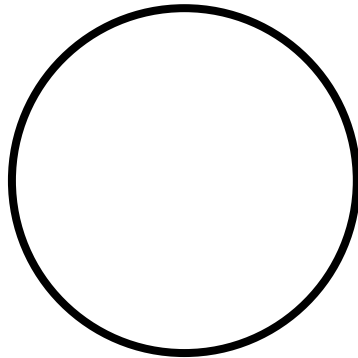


Traffic Light Flap

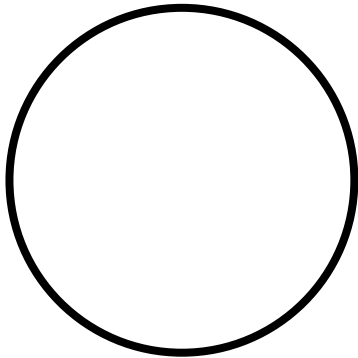
Directions: Cut on solid lines. Fold on dotted lines (like a pamphlet). Color the circles the color indicated. Under the flaps, help your student write what you do at that color light.



RED

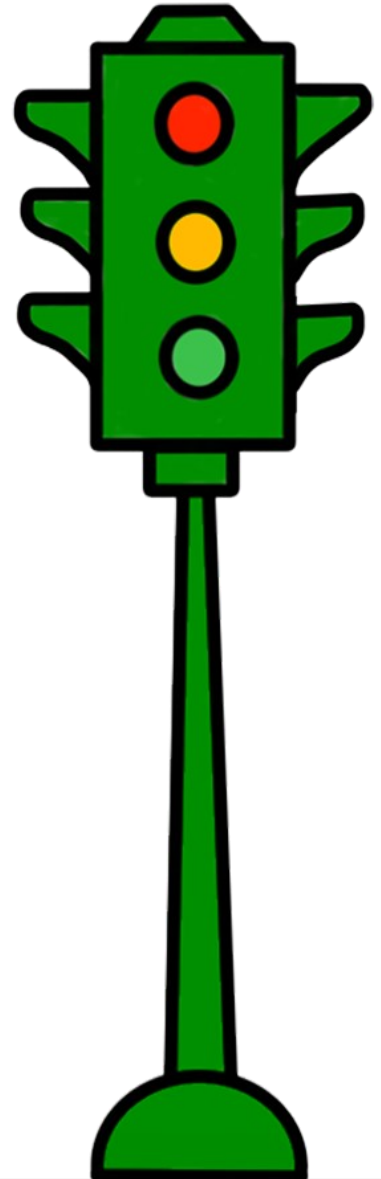


YELLOW



GREEN

**Traffic
Light**

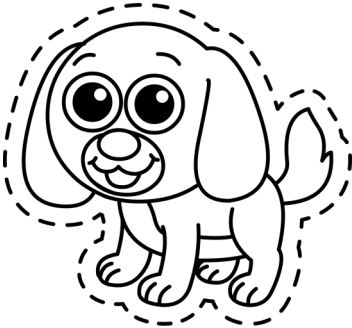
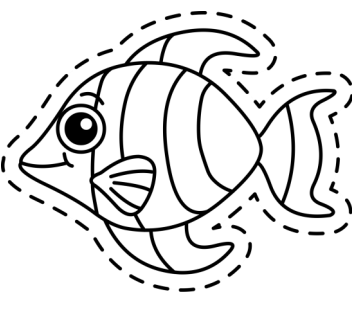

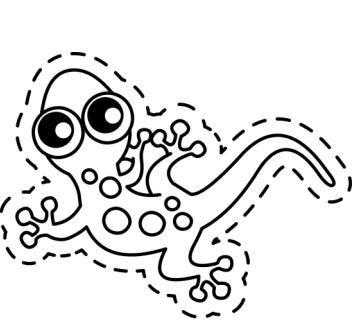

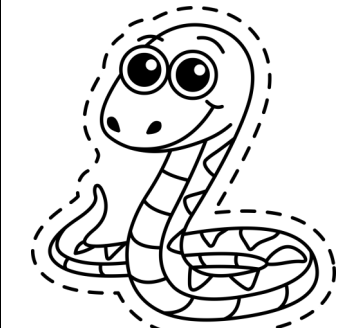
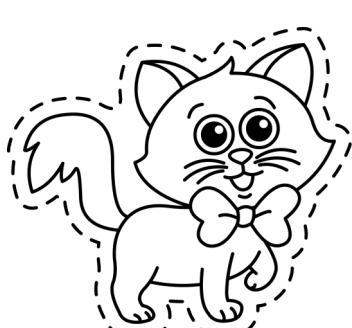
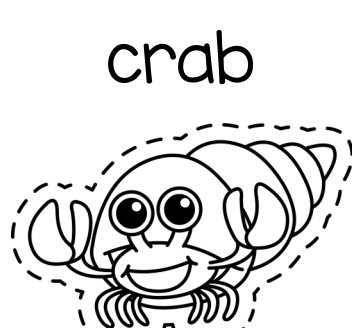
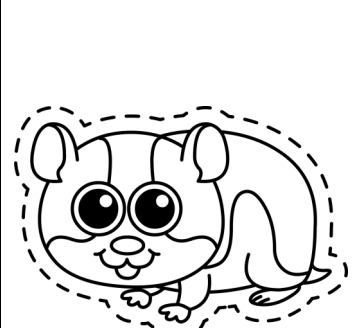
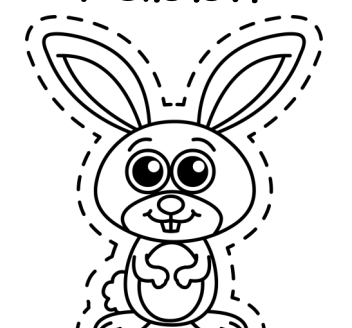


Pets I Would NOT Like to Have



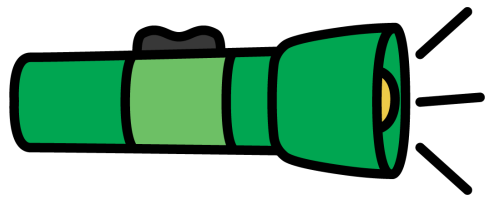
**Pets I Would
Like to Have**

Pets Shutterfold

dog 	fish 	mouse 
lizard 	parrot 	snake 
cat 	hermit crab 	hamster 
rabbit 	<p>Directions: Cut out the book on the previous page as one piece. Fold on dotted lines so that words are on the front.</p> <p>Color, cut, sort, and paste the animals under the appropriate flaps.</p>	

My Shadow Poem

Directions: Cut on solid lines. Fold on dotted line. Paste poem inside the book.
If your student is able, memorize the poem together.



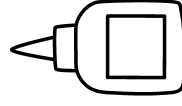
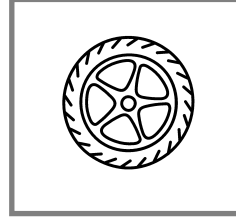
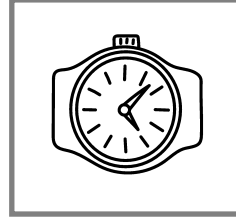
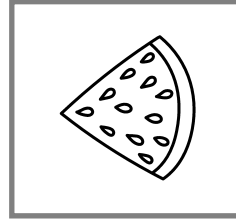
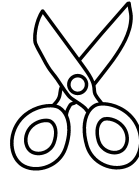
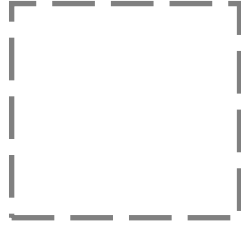
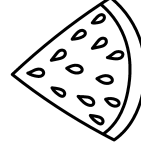
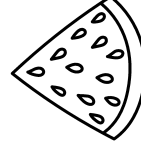
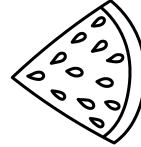
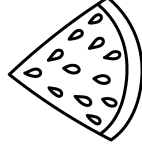
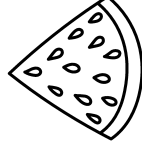
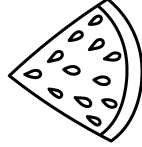
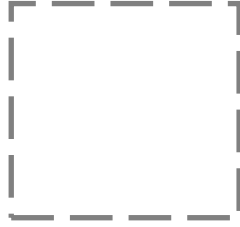
My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

-Robert Louis Stevenson

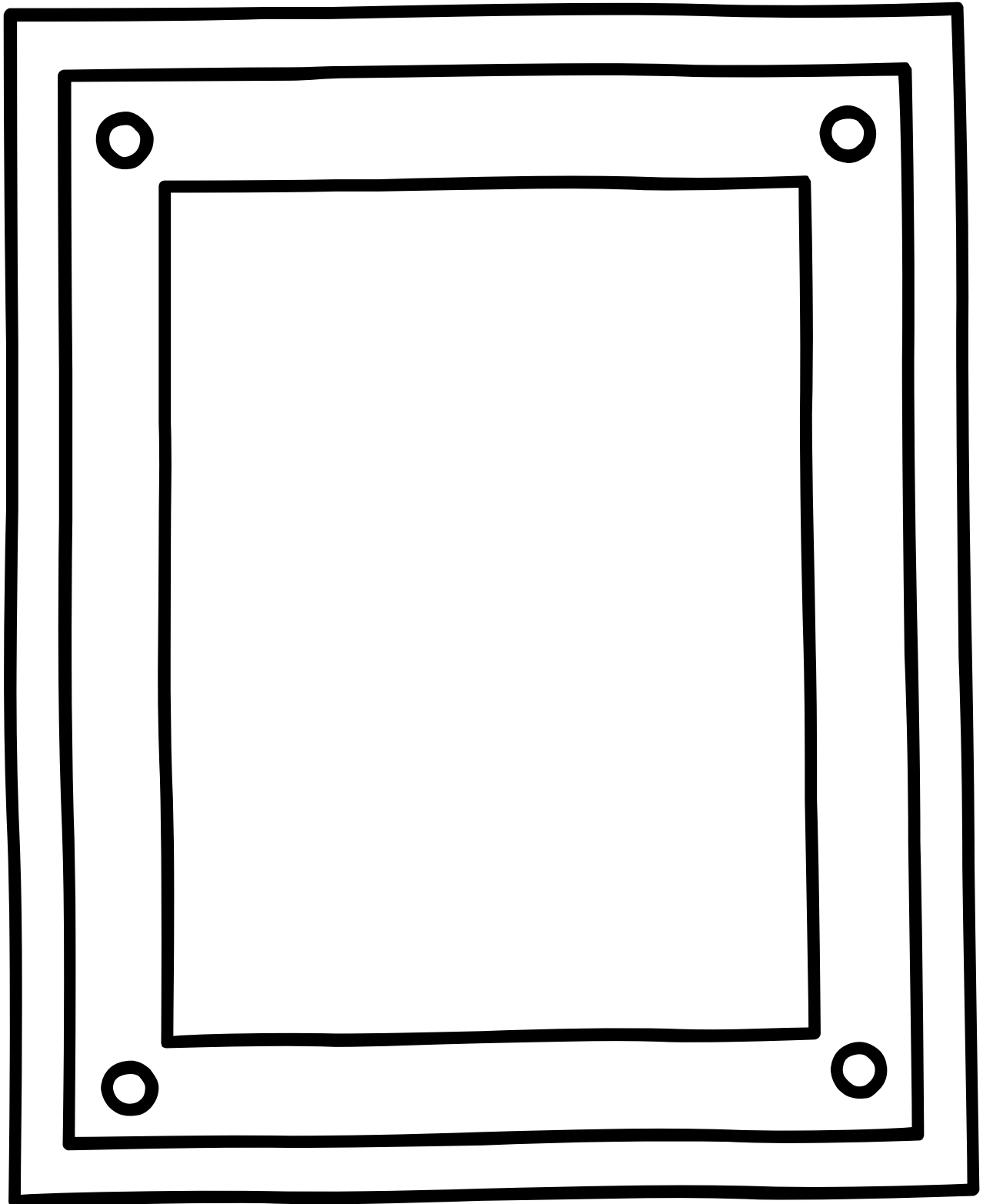
W Patterns

Color the pictures. Cut and paste the pictures to complete the patterns.

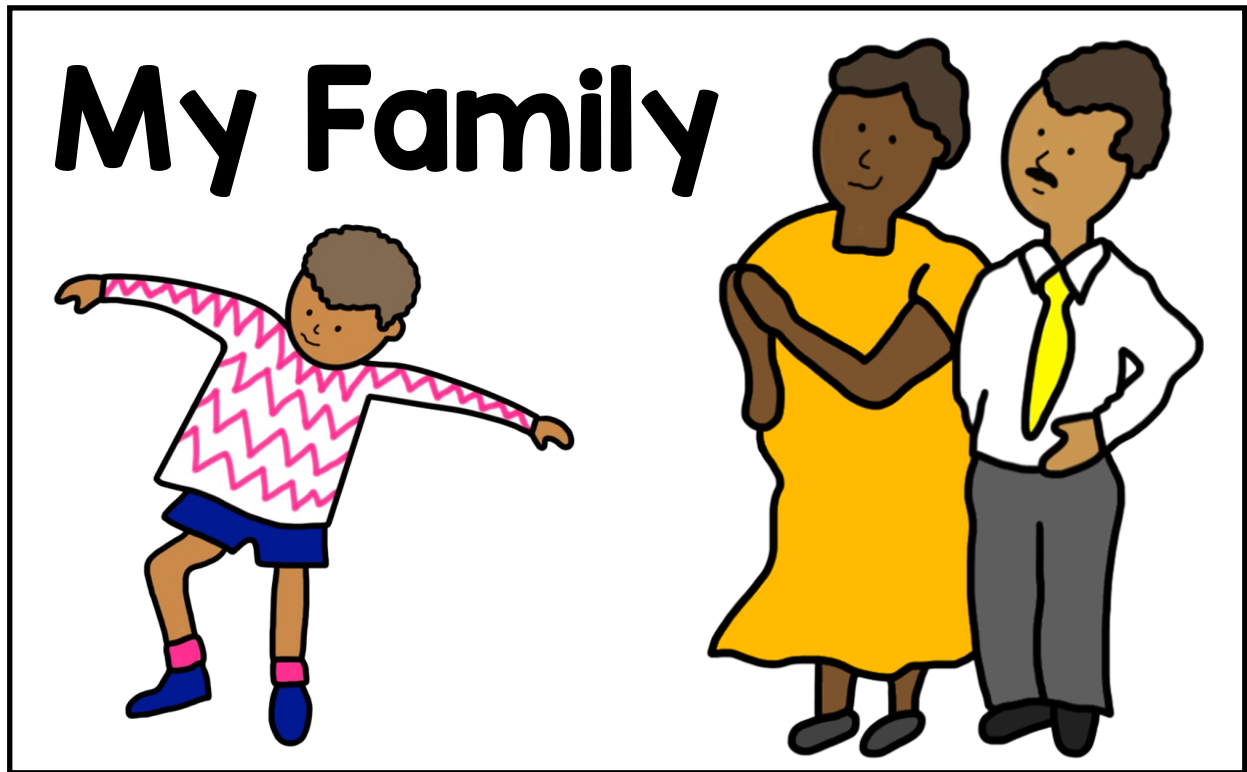


My Family

Directions: Cut out the frame. Have your student draw his or her family. Fold the frame in half and paste the cover piece to the front.



My Family Cover Piece



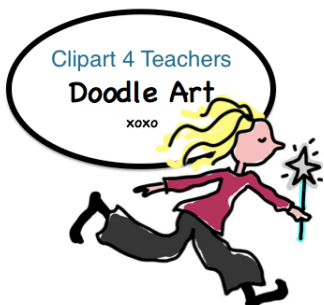
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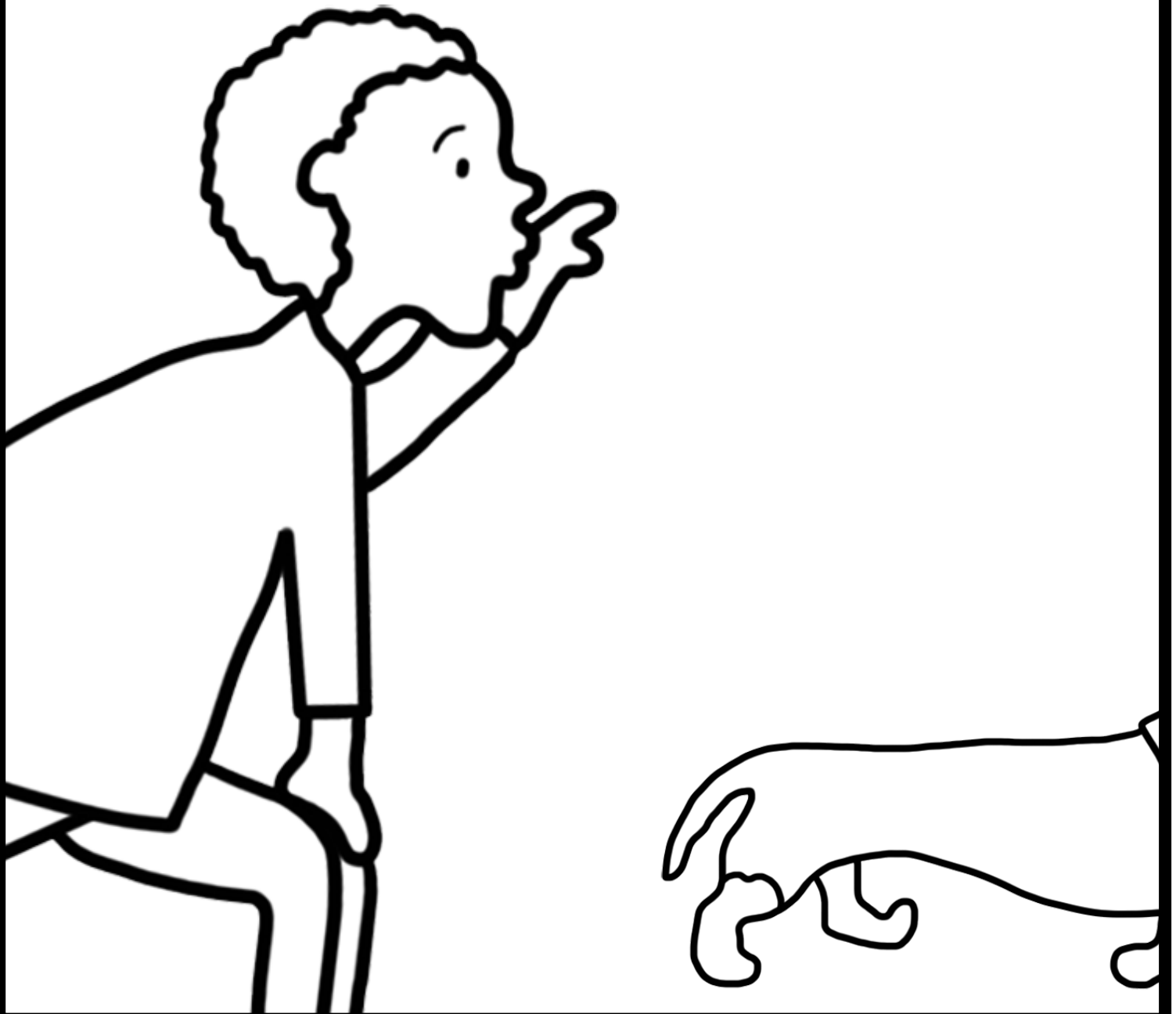
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KG Fonts

CLEE Fonts

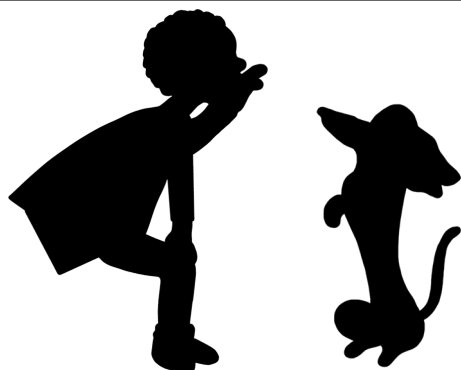
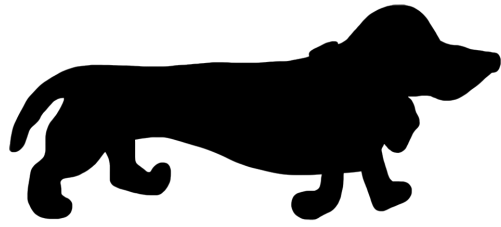


Whistle For Willie



Shadow Matching Flap Book

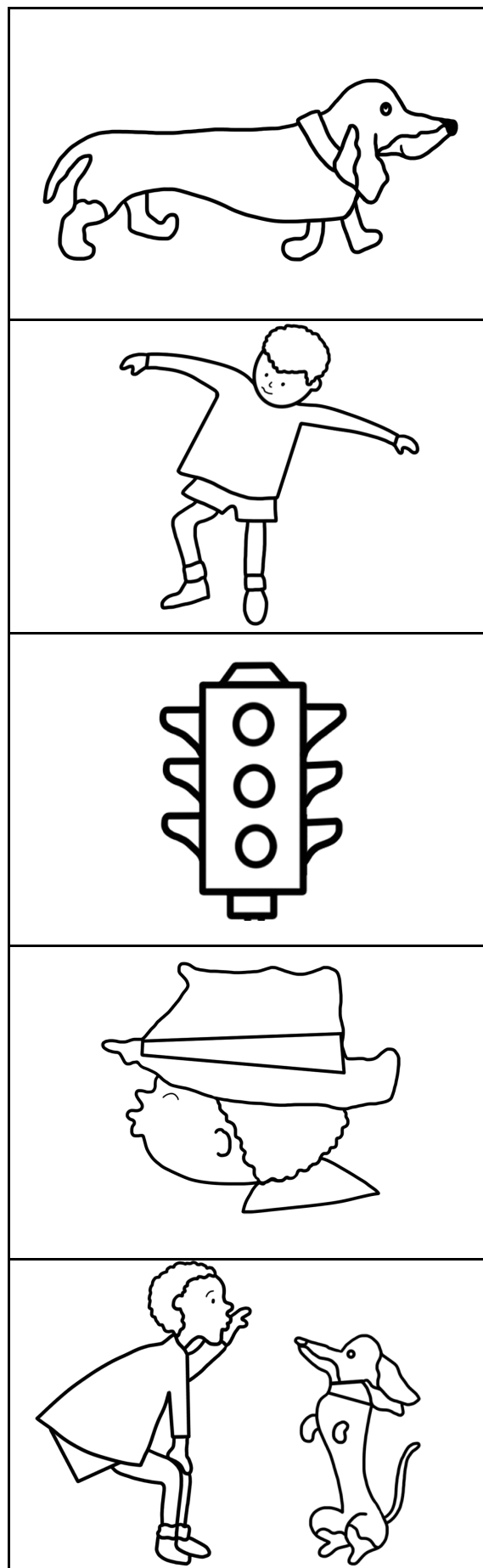
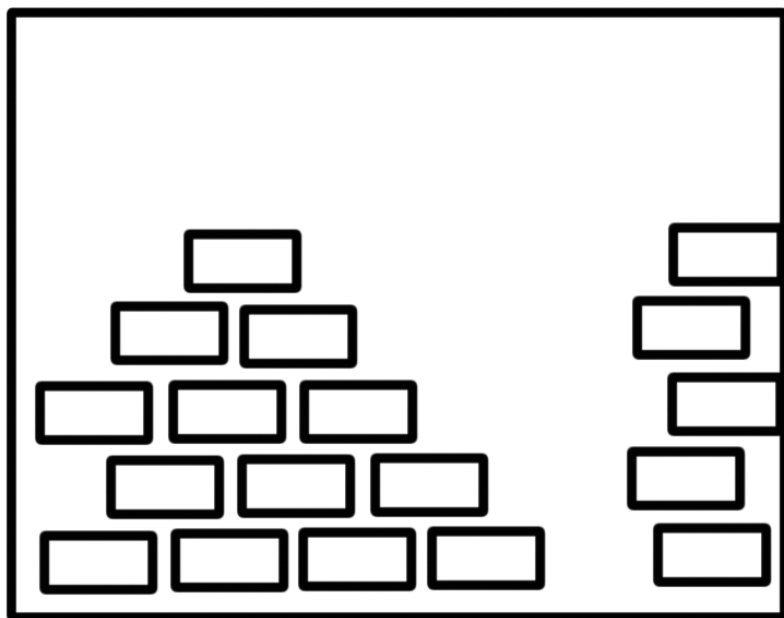
Directions: Cut on solid lines. Fold on dotted. Paste the correct images under the flaps.

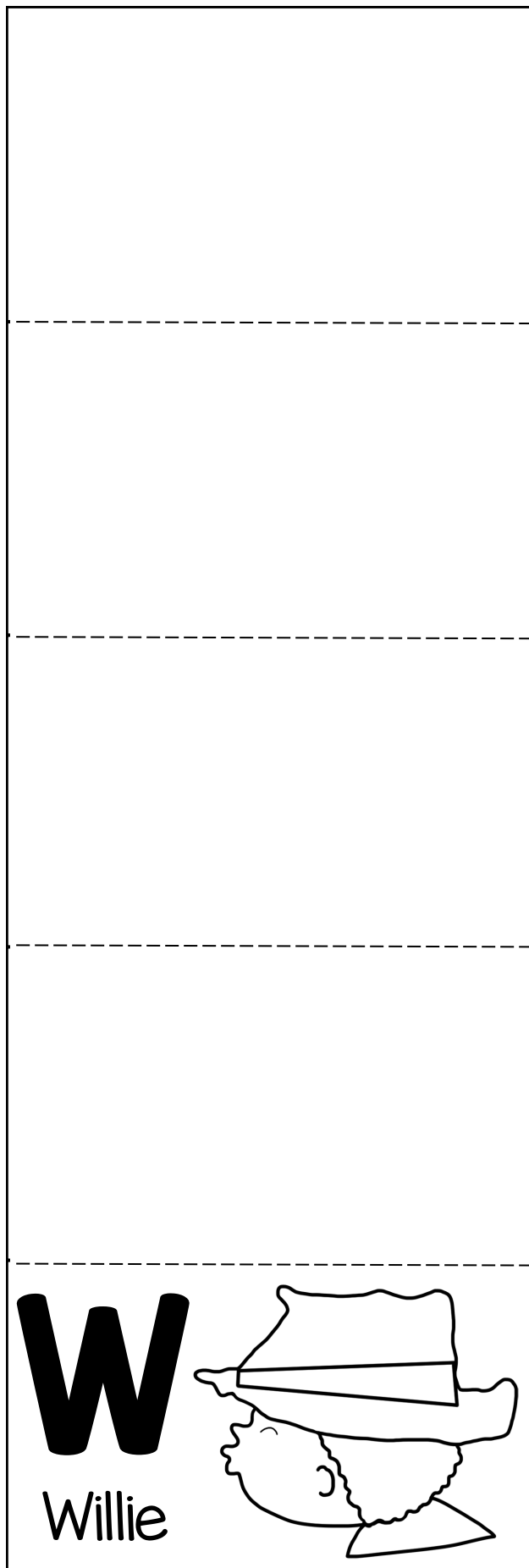


Shadow Matching Flap Book Images

Graffiti Wall

Directions: Practice writing your name by writing it or stamping it on the wall. Color the wall and add it to your lapbook.



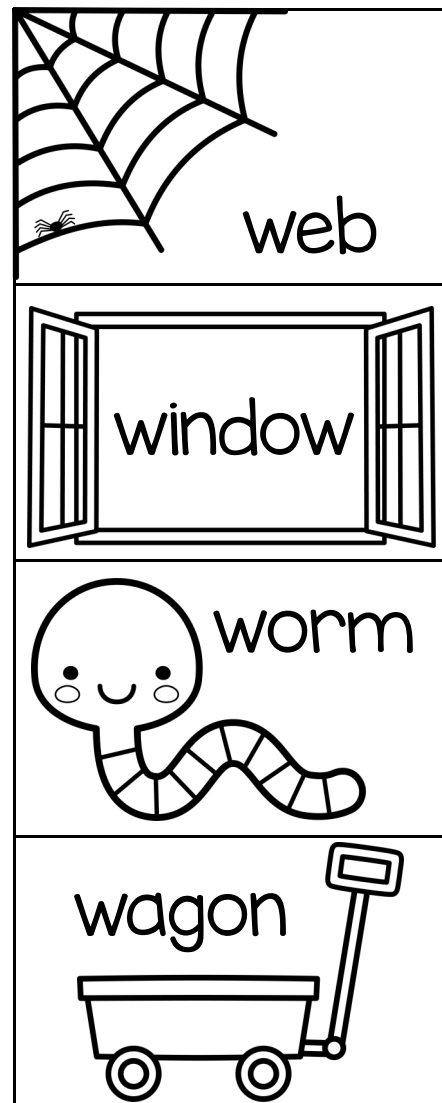


W Accordion

Directions: Cut on solid black lines.
Fold on dotted lines like an accordion (back and forth).

Glue back of last piece to your lapbook.

Paste pictures to the book.



Growing Up Book

I Can

I Can

I Can

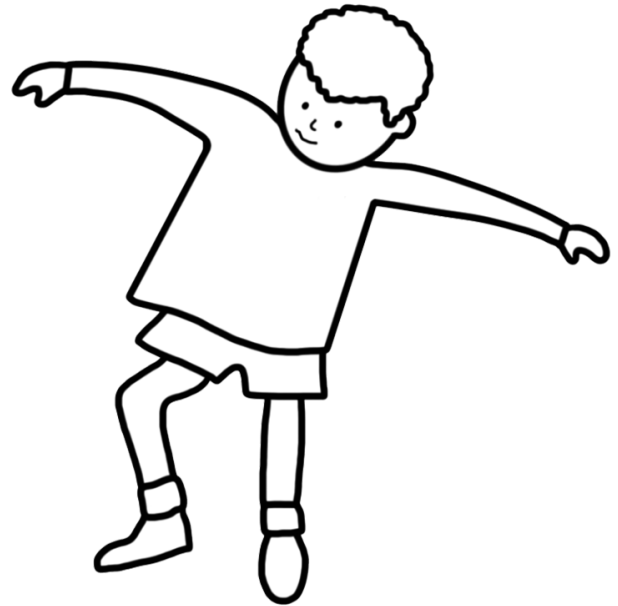
I Can't

**yet, but
someday
I will!**

Growing Up Book

Directions: Cut out the pages and cover. Help your student fill in the blanks. Ask your student to illustrate the pages. Stack pages together with cover on top and staple at the top to secure.

I Am Growing Up!



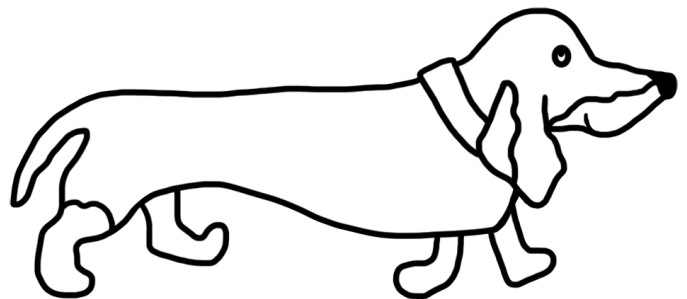
Dachshund Dogs

Directions: Cut out book as one piece. Fold in half.

Idea: Use the inside of the book to record these three things:

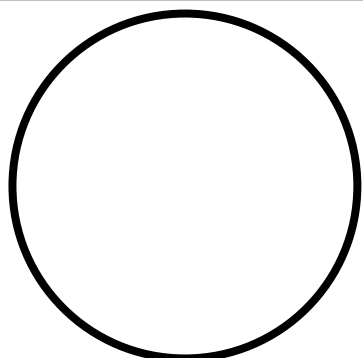
1. Dachshund's nickname:
2. Willie's dog's name:
3. My dog's name:

Dachshund

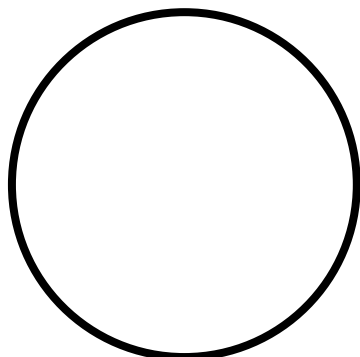


Traffic Light Flap

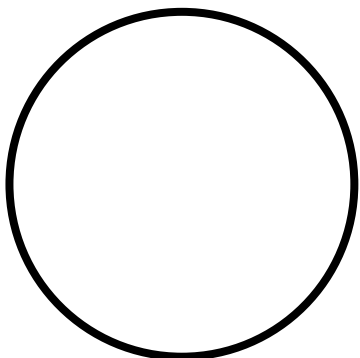
Directions: Cut on solid lines. Fold on dotted lines (like a pamphlet). Color the circles the color indicated. Under the flaps, help your student write what you do at that color light.



RED

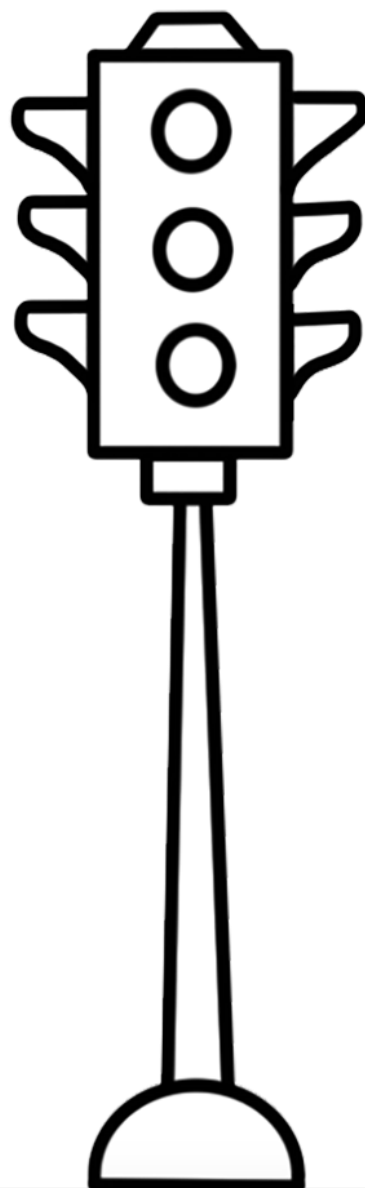


YELLOW

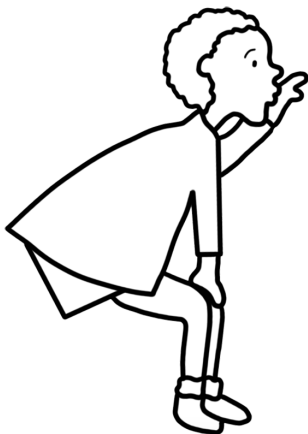


GREEN

**Traffic
Light**

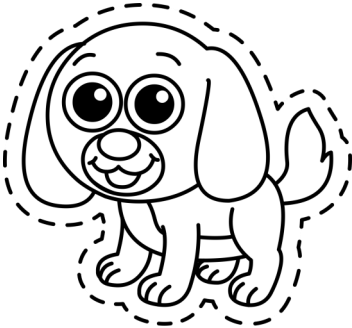
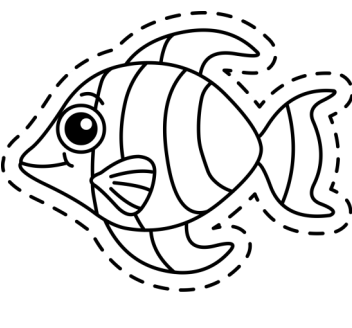

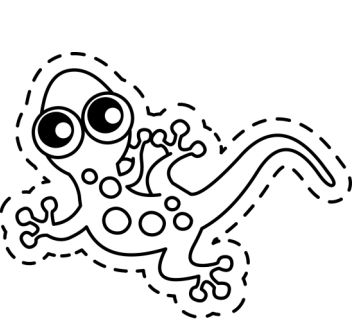

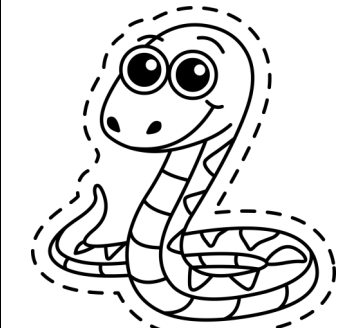
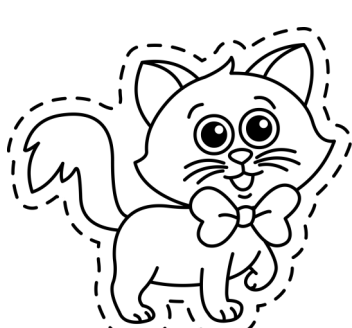
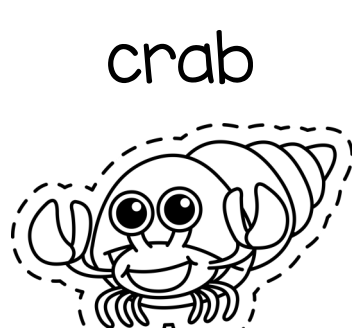
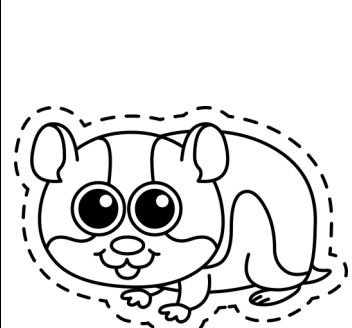
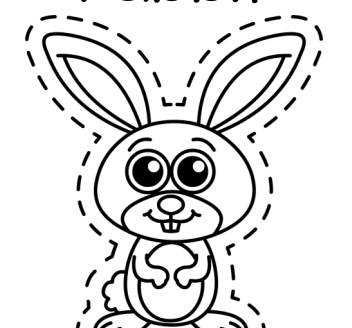


Pets I Would NOT Like to Have



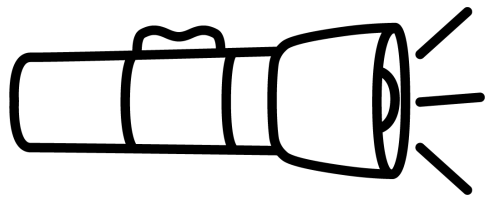
**Pets I Would
Like to Have**

Pets Shutterfold

dog 	fish 	mouse 
lizard 	parrot 	snake 
cat 	hermit crab 	hamster 
rabbit 	<p>Directions: Cut out the book on the previous page as one piece. Fold on dotted lines so that words are on the front.</p> <p>Color, cut, sort, and paste the animals under the appropriate flaps.</p>	

My Shadow Poem

Directions: Cut on solid lines. Fold on dotted line. Paste poem inside the book.
If your student is able, memorize the poem together.



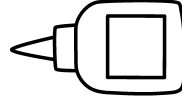
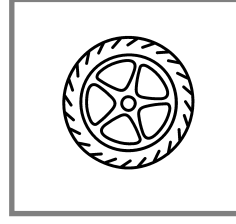
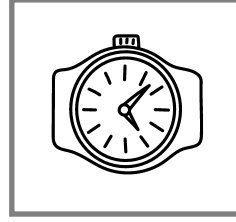
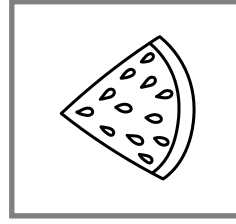
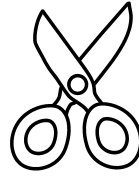
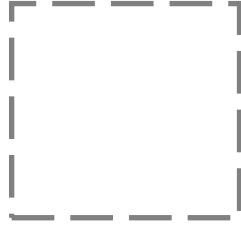
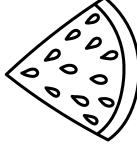
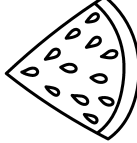
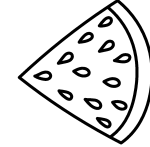
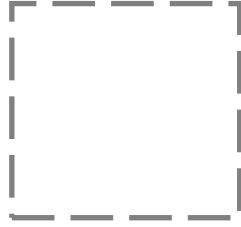
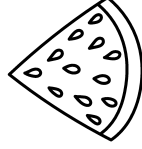
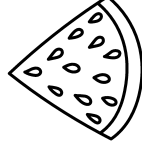
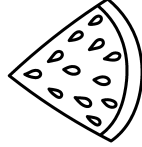
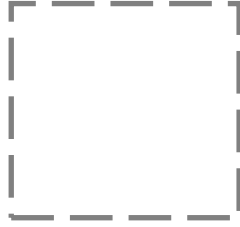
My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

-Robert Louis Stevenson

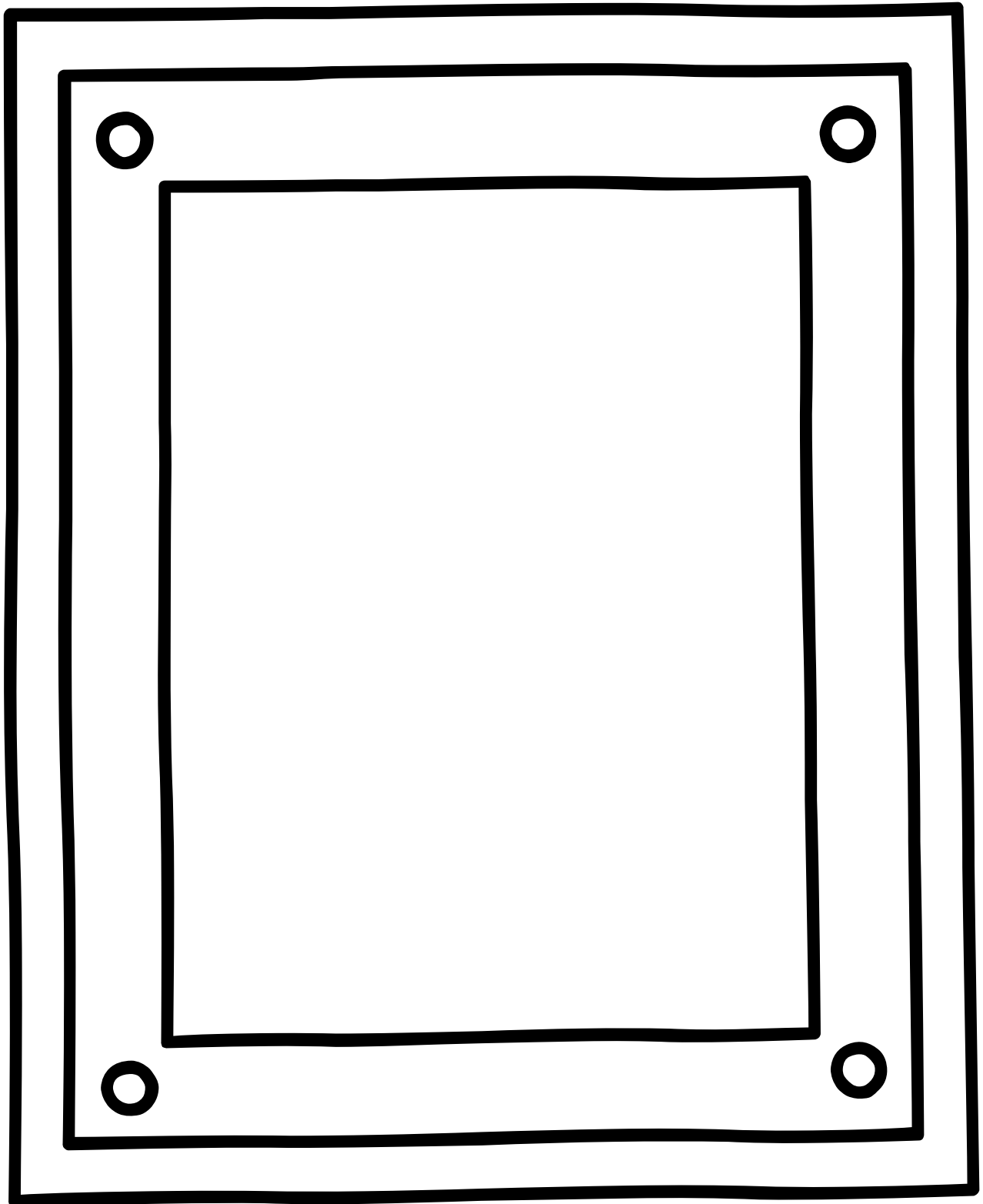
W Patterns

Color the pictures. Cut and paste the pictures to complete the patterns.

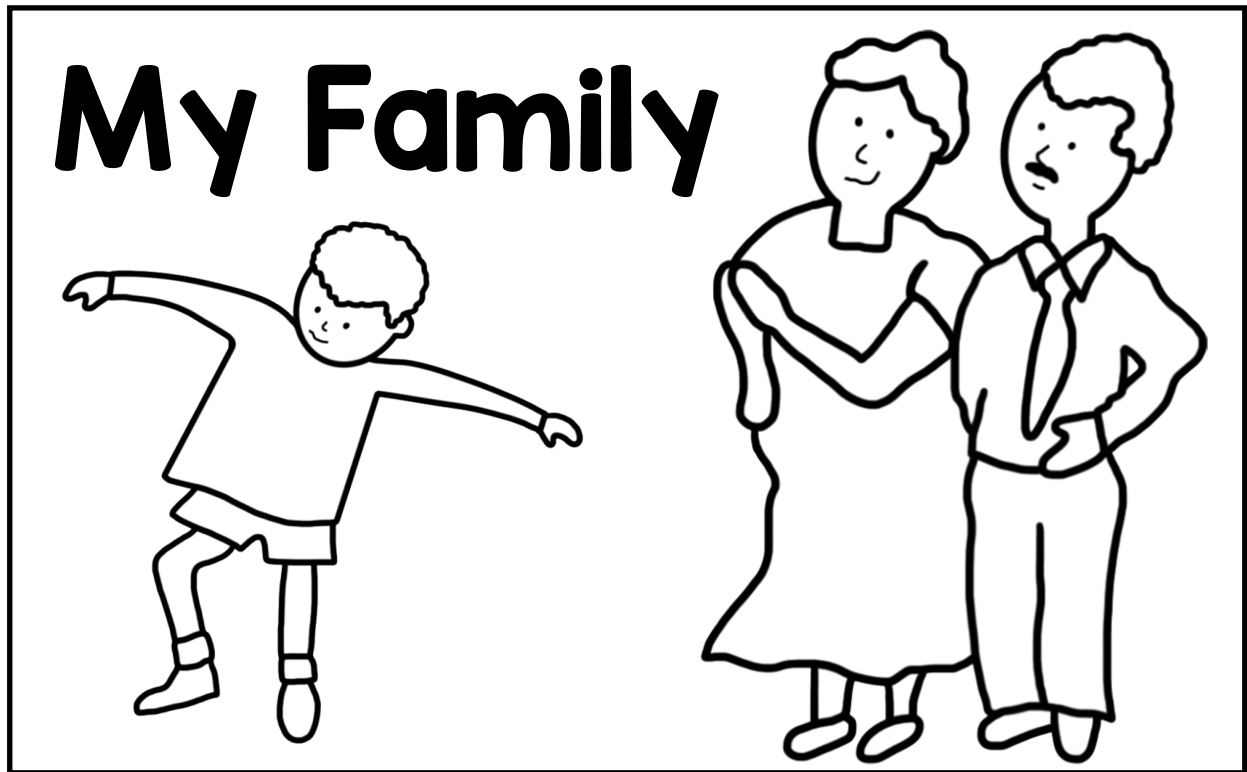


My Family

Directions: Cut out the frame. Have your student draw his or her family. Fold the frame in half and paste the cover piece to the front.



My Family Cover Piece



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